**Sean Cavanagh Dr. Gill**

**Orande Daring Effective Teaching**

**Antonio Pena**

**Linda Sloboda**

**Assignment # 2**

**Domain 4 Professional Responsibilities**

***Domain 4 Professional Responsibilities – Component 4A - Reflecting on Teaching***

As educators, *Reflecting on Teaching* is the mark of a true professional. As teachers, it is of the utmost importance to try and understand the consequences of their actions and by contemplating alternative approaches so teachers can expand their repertoire of practice. Teachers must understand that no matter how good a lesson was, it can always be improved. During reflection, teachers must consider if their goals were met and if the lesson worked. Mentors play a critical role in helping new teachers acquire the skills of reflection. Skilled refection is characterized by accuracy, specificity, and ability to use the analysis in future teaching. By reflecting on what went well and what could have been strengthened, teachers are able to improve their next experience with the topic. Because many of the principles they learn form reflecting on practice apply to many instructional settings, their overall teaching generally improves.

*Accuracy* – Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighting the relative strengths of each.

*Use in Future Teaching-* Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of difference courses of action.

***Domain 4 Professional Responsibilities – Component 4B – Maintaining Accurate Records***

One of the essential aspects of teaching is maintain accurate records. Although this is not an inherent part of the interaction with student, such records inform those interactions and enable teachers to respond to individual needs. It is essential for teachers to keep track of student learning so that they know which parts of the curriculum student have learned and which they have not. Such tracking may take the form of skills, checklists, records of competencies that are demonstrated, and portfolios of student work. Teachers demonstrate their skill in maintaining accurate records through artifacts, such as grade books, skills inventories, results of student assessments and records of classroom non-instructional activities.

*Student Completion of Assignments* – Teacher’s system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.

*Student Progress in Learning* – Teachers system for maintaining information on student progress in learning if fully effective. Students contribute information and participate in interpreting the records.

*Non-instructional Records* – Teacher’s system for maintaining information on non-instructional activities is highly effective and student contribute to its maintenance.

***Domain 4 - Professional Responsibilities – Component 4C - Communicating with Families***

School and community relationships are essential factors to keep students engage with school’s norms. Most parents in the community place great importance on the role of schooling for their children. Parents want their children to do well.

In an effort to improve student achievement educators are required to inform families about classroom rules and procedures. In accomplishing such goals educators must use different strategies to make it happen such as: send written information home via students, e-mail, phone calls and conferences.

If we (educators) want to have engaging and supporting working relationships with parents, we have to be in tune with our communities by communication. In engaging families in a learning community all areas of communication are improved.

Element:

**Information about the instructional program**

• links classroom rules and procedure and home

•involve parents and children enhances input

**Information about individual students**

•productively & guidelines for common aspects of classroom life

•appropriate feedback to engage and succeed

**Engagement of families in the instructional program**

•parents teach and interact and assist in activities

•assignments need to have a purpose

***Domain 4 - Professional Responsibilities –* Component 4d: Participating in a Professional Community**

This section discusses the complex social organizations that form rich resources for teachers.  Running a school requires the participation and supportive networking of the professional community.  Beyond just teaching ones classes, an effective teacher helps out with activities in the school, such as school recitals, educational events that involve students and their families, PTA meetings, curriculum committees, and districtwide exams.  Even if family responsibilities make it hard for a teacher to participate beyond the school day, they can still contribute by working from home in the form of internet research or data organization toward a project. Also, teachers need to share and take advantage of each others' expertise.  Ideally, teachers should share their insights and educational materials with each other, and support each other in making the school experience the best possible for the students.  Of most importance is creating a "culture of inquiry".  Teachers must continue to learn throughout their career.  
 **DEMONSTRATION OF 4 ELEMENTS**- relationship with colleagues, involvement in a culture of personal inquiry, service to school, and participation in school and district projects:    
  
PREPARATION FOR THE END OF YEAR SCHOOL RECITAL  
 Teachers meet and decide on a topic for the recital.  Every teacher contributes their expertise.  The science teacher has hobbies as a percussionist and comedian, so he offers to be one of the announcers and forms a drumming club with some students that will do a short presentation.  The media arts teacher takes charge of the coordination of the sound, visuals, and stage crew.  She also spearheads the content of the program.  Two teachers are also dancers, so they organize students into different dance teams and teach them different choreographies.  They also enlist parents and friends to make costumes.  One teacher has proactively written a proposal and obtained a $75,000 grant from Capezio Dance Stores for costuming.  One substitute teacher has expertise in commercial art and works with students to prepare a "video diary" of the year.  This includes photographs and interviews with students about their experience in school that year.  One teacher has art training and has her class work on different projects to produce items to sell at the event (to raise money for the school).  Some very creative paintings, frames, vases, and jewelry are produced.  All together, the teachers decide to buy beads and have the students involved with beading necklaces and bracelets during their nonacademic periods.  Even teachers are beading in the teachers lounge during their breaks.  The reading specialist is also a musician, so she works with different classes on music and singing.  She organizes a chorus and chooses a repertoire of songs to present throughout the program.  Some students play instruments and she incorporates their talents into the program.   Since the recital involves all the students, the teachers have many meetings and involve parents to help chaperone the children.  For each group that enters and leaves the stage, there needs to be one or more adults to make sure the process runs smoothly.  On the day of the recital all the teachers and students remain at the school the entire day.  When the academic day is done, activities are provided to keep children occupied and dinner is brought in.  Teachers take a couple hours break and then everyone prepares for the event that begins at 6pm.    
  
 As a participant in this event, I saw the entire school staff and parent volunteers working above and beyond the call of duty.  It was an unbelievable task with many pieces that teachers coordinated with amazing patience and determination.  The final product was just amazing and moving.  To see students of all ages so engaged, joyous, and proud of themselves and their school was something to behold.  Also, this was a project that is a work in progress from year to year. Teachers, as a team, have in mind from the very youngest students, that they are working with them to develop theirs skills and talents and sense of selves.  As part of this, one of the teachers, who already had certification for K-6 and Bilingual education, went back to school to get her certification in "Dance immersion in the public schools".  
  
***Domain 4 - Professional Responsibilities -4e-*** **Growing and Developing Professionally**  
  
 The true professional teacher continues to develop and grow throughout their career. They must stay informed and increase their skills. Content knowledge acquisition is one obvious choice, as superficial content knowledge is insufficient for good teaching. Continuing ones education is important for keeping up with the latest developments in the different fields of academia. Also, there are the ongoing developments in pedagogical research that informed teachers can benefit from. Informing oneself about related fields, such as business management and cultural studies can provide useful tools that can be transferred to the classroom. Also, being knowledgeable about the developments in information technology will provide useful technological tools for more effective teaching. Finally, the teachers' richest resource for learning comes from their own colleagues. Such opportunities come from joint planning and study groups. Supervisors and colleagues, through observation, can provide feedback, and teachers themselves can sit in on colleague’s classes to watch and learn new techniques they can apply to their own teaching methods. More recently, in Japan, a form of coaching called lesson study has developed. Here, the teachers work together to design the lesson, observe one another teaching it, give feedback, make revisions, and then observe the lesson presentation again. What is practical about this is that it is "job embedded" learning, which is immediately transferable to the classroom. Other resources for professional educational enhancement come from journals, conferences (particularly regional ones), local universities, and state agencies. Finally, as teachers gain in experience, they can make contributions to the profession by conducting research, presenting conferences, supervising student teachers, leading study groups, and publishing articles in educational journals.  
  
DEMONSTRATION:  
 Teacher decides to enhance their knowledge by attending the PBS Celebration of Teaching and Learning Conference. She enlists several colleagues to attend with her, to cover all of the speakers and presenters in the conference. These teachers then collaborate to write up their experiences, for distribution to the other teachers of the school. They also organize a meeting to share what they have learned, get feedback, and discuss how this information might be useful to their schools particular educational environment

***Domain 4 – Professional Responsibilities - 4f Showing Professionalism***

In addition to pedagogical skills, effective teachers exhibit high levels of professionalism that support students, school and district. Professionalism can be demonstrated by teachers through honesty and confidentiality. Professional teachers view schools as institutions for students and not for their convenience. They are alert to the needs of their students such as keeping an eye out for signs of physical abuse, drug and alcohol abuse. They care about the well being of their students and advocate for those that are underserved. Highly professional teachers continue to seek new approaches to their instruction and use flexibility when dealing with rigid rules to reengage students. They also comply with school policies, regulations, and seek to influence colleagues to see values in the rules. To demonstrate professionalism, teachers must exhibit:

1. Integrity and ethical conduct through displays of honest integrity and confidentiality with students, colleagues, and public.
2. Service to students by seeking our resources when they are needed.
3. Advocacy by ensuring students are treated fairly and given opportunities to succeed by challenging negative attitudes or practices, especially towards underserved children.
4. Decision making by maintaining an open mind to help ensure decisions are based on the highest professional standards.
5. Compliance with school and district regulations by taking on leadership roles with colleagues such as being a member of various district committees.